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ABSTRACT

The Minnesota Private College Research Foundation - Indian Education Project (MPCRF-IEP) provided additional financial support for programs that were unique, developmental, and Indian in their approach to expansion of higher educational opportunities for Native American students. Funding allocated by the Project was made on a dollar for dollar matching basis with the recipient colleges. Of the 10 participating private colleges, some provided all or part of their matching dollars through other external grant funds; others used institutional funds. MPCRF-IEP's overall accomplishments and contributions toward developing educational opportunities for Native Americans within Minnesota's private college sector were assessed. The evaluation design was the "Stake Evaluation Model" which builds upon three premises--antecedents (conditions existing prior to the Project), transactions (conditions brought about by the Project), and outcomes, both intended and unintended. Data were also obtained by on-site visits to seven of the colleges and from project records and data. MPCRF-IEP accomplished most of its intended goals. (NQ)

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American Indians and Minnesota Private Colleges

an evaluation of the Minnesota Private College Research Foundation Indian Education Project

1971-72 - 1974-75

RUSHING

Foreword

It is with pleasure that, on behalf of the Advisory Committee of the Minnesota Private College Research Foundation's Indian Education Project, I present this report of an evaluation of the Project by Emanuel Panitz.

As far as we know, this is the first project of its kind, conceived by Indian people and representatives of the private colleges of one state (Minnesota) to broaden post-secondary education opportunities for American Indians, guided throughout its duration by a largely Indian Advisory Committee, and strongly supported throughout by the colleges which participated.

Special thanks are due Dr. Edgar M. Carlson who, as president of the Minnesota Private College Research Foundation, served as ex-officio member of both the Advisory Committee and the Project's Institutional Grants Committee from the Project's inception in 1971-72 through the school year 1974-75 and, in this capacity, provided much wise counsel.

Gratitude must also be expressed to the private colleges which participated, for the freedom they allowed the Advisory Committee in giving maximum direction to the Project and for their readiness to learn, to change, and to broaden their understanding of what the American Indian has to offer them and their general student bodies.

Special attention is called to Appendix J of this report – the Advisory Committee's recommendations for establishing or strengthening future programs directed to serving American Indians at the post-secondary level.

Clyde Atwood,
Chairman, Advisory Committee
Minnesota Private College Research Foundation
Indian Education Project

24/May/1976

Acknowledgments

This document would not have been possible were it not for the efforts made by the Indian Education Project Advisory Committee and Project staff who carefully reviewed the study and supplied helpful input and criticism. The faculty and staff of the private colleges who furnished data, prepared reports and took time to speak with the evaluation team when their respective colleges were visited, are also deserving of praise. Without their essential input, an evaluation of this nature would not have been possible.

Special thanks are in order for the members of the Indian Education Project staff. Mr. Kent FitzGerald and Ms. Maureen Roberts. Their untiring efforts in supporting the preparation of this report from the initial data-gathering stages through the final reproduction, were crucial to the successful completion of this effort.

Emanuel Panitz

Preface

The Minnesota Private College Research Foundation – Indian Education Project (MPCRF – IEP) was an effort sponsored by the Minnesota private colleges, made possible by two grants from the Northwest Area Foundation (formerly the Hill Family Foundation). The purpose of this study was to evaluate the MPCRF – IEP with respect to its overall accomplishments and contributions toward developing educational opportunities for Native Americans within Minnesota's private college sector. Secondary to this objective was the need for preparation of a document that could be used by external funding agencies as a means to assess the accomplishments and future needs of the MPCRF – IEP. This should facilitate the process of reviewing Project applications for future funding.

The evaluation design selected was the *Stake Evaluation Model.* Modifications were made in order to tailor this model specifically to the application considered herein. The basic Stake model builds upon three premises – antecedents (conditions existing prior to the Project) transactions (conditions brought about by the Project), and outcomes (the net effect of the transactions), both intended and unintended.

Project antecedents are documented in Section 4.1 and are summarized as follows:

1) Commitment to Native Americans by the private colleges as part of their general expansion of educational opportunities for minorities
2) History of missionary work and community service-oriented programs at some institutions
3) Sponsorship of conferences on or concerning Native Americans
4) Courses and special training programs relating to Native Americans

Transactions developed logically from the Project antecedents and intended goals specified in the original grant proposal to the Northwest Area Foundation.

Project transactions are documented in Section 4.2. A partial summary of Project-initiated activities is listed below:

1) Provision of an Indian Project Coordinator

2) Establishment of a lay, primarily Indian, Advisory Committee

3) Contacts with Indian community

4) Development of Indian courses

5) Indian programs and organizations

6) Increase in the number of Indian staff at the private colleges

7) Provision of supportive personnel

The MPCRF – IEP accomplished most of its intended goals. Project outcomes were, therefore, consistent with the developmental purposes they were to fulfill. Outcomes are discussed in Sections 4.3 and 4.4.

Major Project accomplishments are as follows:

1) Creation of a sense of awareness toward Indian people and cultures

2) Establishment of an Indian presence at the private colleges in terms of both students and staff

3) Programs have been integrated into the general college offerings

4) Elimination of many of the traditional barriers to access to a private higher education

5) Creation of an additional option for Indian students – a liberal arts education

Project objectives not fully realized were in the area of centralized recruiting and total Indian student enrollment. Problem areas that deserve further attention and analysis are:

1) Project accountability

2) Need for clear channels of functional organization

3) Development of improved intercommunication between institutions

4) Indian student attrition

The evaluation attempts to document the progression of the IEP from its conceptual development to its current status. Data from a variety of sources were reviewed in order to articulate a comprehensive Project summary and analysis. Personnel from the various colleges were queried and their input is represented throughout the document.

Lack of standards with which to compare this Project and of empirically quantifiable information make this study highly subjective and it should therefore be interpreted in that manner. The opinions and judgments expressed in this evaluation document are those of the evaluator and are subject to the limitations in a study of this nature.

The Indian Education Project has made a serious impact on the development of post-secondary educational opportunities for Indian students in Minnesota's private colleges. The Project's future is now in question. One viewpoint is that the IEP has accomplished its task and does not warrant continuation. Another is that further development in the area is needed and Project continuation is the best alternative. Hopefully this document will clarify some of the ambiguities to determine what the future of the MPCRF – IEP is to be.

Emanuel Panitz
Project Evaluation Consultant

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1.0 Historical background

Minnesota's private colleges have enrolled Indian students for over 25 years, beginning in the early 1950's, though never with any concerted, positive efforts until the beginning of the Minnesota Private College Research Foundation's Indian Education Project in 1971-72. Prior to that time, Indian students were served as individuals – one or two, but never more than three or four, on any one campus at the same time. In the school year before the Project started – 1970-71 – 40 Indian students were identified at a total of 16 of the private colleges. Several of today's Indian leaders are graduates of these colleges.

During the winter of 1969-70 the Minnesota Private College Council, under the leadership of its Executive Director, Dr. Edgar M. Carlson, St. John's University and the College of St. Benedict, joined Minneapolis radio station WCCO in sponsoring a conference entitled, "Indian Education, What can the private sector do?" The conference was held on April 17, 1970 on St. John's and St. Benedict's campuses, with about 200 persons in attendance, representing Indian communities, Indian organizations and the private colleges

In preparation for the conference, the private colleges had been asked to indicate the extent to which they would be willing to commit themselves to enlarging opportunities for Minnesota Indians. They confirmed their readiness to admit, and provide supplementary financial assistance, when necessary, for between 35 and 50 additional Indian students in the 1970-71 school year and, over the next five years, to provide similar opportunities for as many as 400 Indian high school graduates.

The conference resulted in establishment of a joint committee – five Indian representatives and five representatives of the private colleges – to develop a plan for implementing this undertaking and for close and continuing cooperation between the Indian community and the private colleges. This committee was composed of the following persons:

Representing the Indian community

Will Antell, director of Indian Education, Minnesota State Department of Education
Clyde Bellecourt, director, American Indian Movement
Jerome Buckanaga, principal, Pine Point School, Ponsford, Minnesota
Rosemary Christensen, research associate, University of Minnesota
Delores, Snook, American Indian Student Movement, University of Minnesota

Representing the private colleges
Dr. J.A. Byrne, dean, graduate studies, College of St. Thomas
Edward Ellenson, director of admissions, Concordia College (Moorhead)
Bruce Moe, director of admissions, St. Olaf College
Don Covill Skinner, dean of student services, Hamline University
Dr. Conrad Theisen, coordinator of education programs,
St. John's University/College of St. Benedict

The program developed by the committee was formulated into a proposal by Dr. Carlson and submitted in behalf of the Minnesota Private College Research Foundation to the Northwest Area Foundation (formerly the Louis W. and Maud Hill Family Foundation) in the late summer of 1970. The Northwest Area Foundation made the first of two grants for support of the Project in December 1970 and the Project got under way at the opening of the school year 1971-72.

2.0 Project overview

2.1 The participating colleges

Participation in the IEP was open to all the member colleges of the Minnesota Private College Research Foundation. The colleges that applied, the years for which they made grant applications and the amounts that were allocated to the respective colleges are contained in Table 1.

2.2 Project directions and focus

College of St. Scholastica, Concordia College (Moorhead), Macalester College, and St. Olaf College had already established programs directed at serving Indian students. For these institutions the IEP provided additional financial support for: Indian staff, Indian faculty and Indian awareness efforts. For the other participating colleges the IEP provided the necessary financial support for program development as well as for the recruitment of Indian faculty and staff.

Project funds were disbursed to the individual colleges through a process of application, review, and approval or disapproval. Since all funds were limited, not all of the colleges that applied received grants. Some grant applications were rejected for lack of correspondence with the criteria set forth by the IEP Grants Committee. The criteria addressed the following issues:

1) Expansion of Indian faculty and staff

2) Creating an Indian awareness among students, faculty and staff

Grant requests received and grants approved – 1971-72 – 1974-75

COLLEGE	1971-72		1972-73		1972-73		1974-75	
	Request	Grant	Request	Grant	Request	Grant	Request	Grant
Augsburg	$4,100	$3,900	$ 5,300	$4,700	$ 9,700	$ 7,000	$ – – –	$ – – –
College of St. Benedict	– –	– –	3,500	3,500	45,000	– – –	– – –	– – –
College of St. Catherine	– –	– –	4,000	4,000	8,000	7,300	5,000	4,500
College of St. Scholastica	7,500	7,500	16,295	4,800	66,000	15,000	15,000	15,000
College of St. Teresa	– –	– –	3,500	3,500	5,700	5,700	1,401	– – –
College of St. Thomas	– –	– –	4,000	4,000	9,500	9,000	12,250	– – –
Concorida (Moorhead)	5,000	5,000	?	7,500	30,025	15,000	15,000	15,000
Hamline	– –	– –	– –	– –	5,910	– – –	– – –	– – –
Macalester	– –	5,000	?	3,000	42,500	15,000	15,000	00
Minneapolis College of Art and Design	– –	– –	– –	– –	6,000	6,000	16,978	13,000
St. Olaf	3,600	3,600	5,000	5,000	18,000	15,000	– – –	– – –

Figure 1

3) Funding programs that were unique, developmental and Indian in their approach to expansion of higher educational opportunities for Native American students

2.3 Allocation of Project funds

The funding allocated by the Project was made on a dollar for dollar matching basis with the recipient colleges. Some colleges provided all or part of their matching dollars through other external grant funds; others used institutional funds for this purpose. The net result of this approach to program funding was a linear expansion of the total dollar amount directed at Indian education.

2.4 Project structure

The Minnesota Private College Research Foundation, sponsor of the Indian Education Project, is a private, non-profit educational corporation, chartered by the State of Minnesota. Its membership includes the presidents of 17 of Minnesota's private, four-year, liberal arts colleges. Election of officers – chairperson, vice-chairperson, secretary and treasurer is held at the organization's annual meeting. These officers, together with two other members, also elected at the annual meeting, serve as the Foundation's Executive Committee. The Foundation employs a president, who works closely with its Executive Committee and serves as the Foundation's communication link with the Indian Education Project.

The Project has operated with two grants from the Northwest Area (formerly Louis W. and Maud Hill Family) Foundation, the first for $145,000 for the school years 1971-72, 1972-73 and 1973-74; the second for $182,950 for the school years 1973-74 and 1974-75. The two grants provided funds: 1) for overall project coordination – $107,950; and 2) for one-to-one matching grants to private colleges participating in the Project – $220,000.

Responsibility for overall Project program and policy formulation and continuing development, and overall Project evaluation was carried by the Project Advisory Committee, composed of 15 members – 12 Indians and three non-Indians, the latter representing the private colleges, which met regularly on a monthly basis for the duration of the Project. Responsibility for establishing criteria for grant proposals, analyzing such proposals and awarding grants to private colleges, each for support of its own Indian education program effort, was vested in an Institutional Grants Committee. Grants Committee members were sufficiently unrelated to the private colleges to assure objectivity in the allocation of grants funds and, again, included both Indian and non-Indian members.

The Foundation president served actively for the duration of the Project

as an ex-officio member of the Advisory and Institutional Grants Committees.

The Advisory Committee selected and recommended the appointment of a coordinator for the Project. The coordinator was employed by the Foundation and reported both to the Foundation president and to the Advisory Committee.

The coordinator was responsible for: 1) execution of overall Project Activities – an Indian student questionnaire survey, Indian high school students careers days, development of Indian student recruitment brochures, Project reassessment workshops, Indian student participation in annual conventions of the National Indian Education Association; 2) accumulation of data on a) private college Indian student enrollments; b) financial assistance provided for Indian students; c) Indian studies courses developed by the private colleges; 3) serving as secretary to the Advisory Committee and producing records of its monthly meetings; 4) providing staff assistance to the private colleges in development and administration of their respective Indian education programs.

Each of the 10 private colleges which participated in the Project for one or more years was responsible for development and conduct of its own Indian education program effort, for direction of those of its staff engaged in this program, and for relationships with its own Indian students.

Evaluation of the Indian education program at each of the four colleges which received major grants in 1973-74 and 1974-75 was undertaken by teams composed of one member of the Advisory Committee, one member of the Grants Committee and the coordinator.

2.4.1 Indian Education Project functional organization
See the chart, next page.

2.4.2 Institutional Grants Committee
Membership included two representatives of the Minnesota State Department of Education, Indian Education Section, both Indian; one representative of the University of Minnesota, Department of American Indian Studies (Indian); one representative of the Minnesota Higher Education Coordinating Board (non-Indian); one representative, Minnesota Chippewa Tribe (Indian).

The committee ceased functioning in the fall of 1973, when final grants were made. Three members accepted membership on the Advisory Committee.

2.4.3 Advisory Committee
While membership on the Advisory Committee has fluctuated between nine

MPCRF Indian Education Project functional organization

and 15, nine members have served continuously from the Project's inception until the present. Two other members have been related to the Project from the beginning, having served on the Institutional Grants Committee during the Project's first three years.

Indian members have included the following:

Clyde Atwood, coordinator of Indian studies, College of St. Scholastica, chairperson
Preson Thompson, past board chairperson, St. Paul American Indian Center
Gertrude Buckanaga, director, Native American Program, College of St. Catherine
Rosemary Christensen, director, Title IV Indian Education Project, Minneapolis Public Schools*
Arthur Gahbow, chairman, Minnesota Chippewa Tribe
Curtis Campbell, council member, Prairie Island Sioux Community
Larry Blue, council member, Upper Sioux Community
Linda Johnston, scholarships officer, Minnesota Chippewa Tribe
Delphine Quaderer, talent search counselor, Minnesota Chippewa Tribe (Minneapolis)
Ronald McKinley, director, Native American Program, Macalester College
Vincent Hill, social worker (MSW), Minnesota Chippewa Tribe

Non-Indian members have included:
Don Covill Skinner, dean of students, Hamline University
Kenneth Olsen, professor, Socioloty, St. Olaf (1971-74), succeeded by
Robert Hankey, dean of students, Minneapolis College of Art and Design
Dr. Donald P. Draine, assistant executive director, Academic Planning, Minnesota Higher Education Coordinating Board*
Dr. Edgar M. Carlson, president, MPCRF, ex-officio

2.4.4 Project coordinator's role

Definition of the Project coordinator's role developed over the duration of the Project. Three different persons (all Indians) served in this position – the first starting out on a part-time basis and serving for seven months, from September 1, 1971 through March 31, 1972; the second, employed full-time from May 1, 1972 through October 31, 1973; and the third, also full-time, serving from November 1, 1973 through February 29, 1976. This person continues to serve as coordinator on a part-time, volunteer, non-pay status since funds for the Project operation are almost depleted.

The coordinator's role was defined on a rather limited basis in the original proposal to the Northwest Area Foundation. Recruitment of Indian students was recognized as a high priority, with a goal of 400 Indian students to be enrolled within five years. The coordinator was to work with admis-

**member, Institutional Grants Committee, 1971-72 – 1973-74*

sions personnel at the private colleges and to provide direction to one or more teams of Indian persons serving part-time as recruiters, who would represent all of the private colleges in this endeavor.

Each college receiving a grant for support of its Indian education program effort was to develop its own program and to be responsible for this program and any staff it employed to serve Indian students. Most of the colleges receiving grants used a significant part of the grant in each instance to employ its own Indian student recruiter-counselor, either part-time or full-time, since use of one or more recruitment teams to represent all of the private colleges was not considered practicable by the colleges. Recruitment teams, working on a part-time basis only at certain times of the year, could not know each of the colleges well enough to answer the questions prospective students would have.

Efforts by the president of the Foundation and the coordinator to develop effective communications between admissions personnel at the colleges and the coordinator produced little and were soon abandoned, probably because the utilization of staff (either the coordinator, or recruitment teams) not under the immediate direction of the private colleges' admissions officers, would have been too great a departure from established recruitment practices.

When the first grants were made in 1971-72 it was recognized that those colleges receiving grants would require staff assistance not only in their recruitment efforts, but also in counseling their Indian students and assisting them in making a satisfactory adjustment to the private college campus environment, and this would require a full-time Project coordinator.

These two developments – reluctance of the private colleges to share responsibility for recruitment with staff not under their immediate control, and employment by the colleges receiving grants, each of its own Indian personnel to recruit and provide counseling for Indian students, called for redefinition of the coordinator's role, from one with major emphasis on recruitment to one of providing staff assistance to the private colleges as each undertook to develop its own Indian education program.

With the resignation of the first coordinator, the Advisory Committee, recognizing that the coordinator would be playing a broader and more difficult role, redefined the description for this position and sought and received permission from the Northwest Area Foundation to re-program that part of its grant intended for recruitment teams to provide funds for a full-time coordinator and a full-time secretary for the coordinator. A member of the Advisory Committee served as acting coordinator while the committee advertised for a replacement, interviewed several candidates and recommended to the MPCRF selection of the second coordinator.

The second coordinator gave his primary attention to visiting first the colleges which had received grants the first year to provide staff assistance in the development of their respective Indian education programs – offering suggestions on library acquisitions in the fields of Indian history, culture, current social and economic problems, books by Indian authors; helping with development of and sometimes participating in Indian awareness courses and special events; advising on recruitment sources and techniques, and problems with student financial assistance; working with Indian persons employed as Indian student recruiters and counselors; then the colleges not participating in the Project, to explain the Project's objectives, and to encourage their participation.

To assist with recruitment, the coordinator worked closely with Minnesota Indian Talent Search in sponsoring career days for Indian high school students in the spring of 1973 at Duluth, Mille Lacs and the Twin Cities. Indian student enrollments, which had climbed from 40 to 67 in the Project's first year, almost doubled, to 128, during the school year 1972-73.

The second coordinator left the Project at the close of October 1973 to accept appointment as coordinator of a large Indian education project, funded under Title IV of the Indian Education Act, in the Minneapolis public schools; and the third coordinator undertook: 1) to define and establish more clearly his role as a staff person with the 10 colleges which were then actively participating in the Project; 2) to help the colleges define more clearly effective organizational relationships in each instance between their Indian student counselors and related personnel – admissions personnel, student financial aid officers, faculty concerned with development of Indian studies, academic deans and deans of students; 3) to support Indian student organization; 4) to improve communications between personnel concerned with Indian education at the participating colleges; 5) to lend support for recruitment through a) development of the Project's first Indian student recruitment brochure in 1974 and updating of the same in 1975; and b) sponsorship of a second Indian high school students careers day in the fall of 1974.

The coordinator also worked to establish more clearly the Advisory Committee's program and policy formulation role and his relationship to the Committee as its executive secretary; carrying out the first questionnaire survey of Indian students enrolled in the private colleges in the school year 1973-74; planning and conducting Project reassessment workshops in which Indian students, Indian student counselors, admissions personnel, financial assistance officers and faculty participated in 1973-74 and 1974-75; and publishing reports on the same; sponsoring a recognition dinner for 17 Indian graduates of the private colleges in 1974; evaluating Indian edu-

cation programs at the participating colleges and reporting on the same to the Advisory Committee and the concerned college in each instance; and development of a funding proposal for continuation and further development of the Project in the school years 1975-76 – 1977-78.

3.0 Evaluation procedure

3.1 Selecting the methodology

Since the primary objective of this evaluation was to assess the overall accomplishments of the Minnesota Private College Research Foundation – Indian Education Project (MPCRF – IEP), it was felt that a summative evaluation process was most appropriate. The theoretical structuring of the evaluation process is based on the model developed by Robert Stake at the University of Illinois.[1]

The Stake model was chosen because of its ability to structure logically the events prior to and during the existence of the Project. This, along with the flexibility inherent in the Stake approach, allows for a clear assessment of Indian Education Project efforts.

Modifications were made in order to tailor the Stake model to the specific application desired herein. The model structure used is depicted in Figure 2.

3.1.1 Gathering the data

The information-gathering procedure was two-fold. Initially, each participating college was requested to submit a report containing information as to:

a) What existed prior to the Project
b) Indian student enrollments
c) Description of the college's approach to the Project
d) The college's judgment of why the Project succeeded, where it succeeded
e) The college's total expenditures on its Indian Education program
f) Relationships developed with Indian communities during the Project's duration
g) Follow-up data on Indian graduates
h) Library acquisitions related to Indian education.

[1] *Stake, Robert. Countenance of Educational Evaluation, Teachers College Record, 1967-68, pp. 523-540*

The second phase included on-site visits to seven of the colleges involved in the MPCRF – IEP by the Evaluation Consultant and the Project coordinator. Where possible, sessions were held with the Indian Education Project contact person on each campus and appropriate administrative personnel.

Discussions were primarily centered on the college's accomplishments as they related to the original Indian Education Project goals as implied in the two funding proposals submitted to the Northwest Area Foundation. Discussions as to future directions and alternatives also took place.

Project records and data were examined for information that was pertinent to the evaluation objectives.

No effort was made to contact Indian students involved in Indian Education Project-sponsored programs on the individual college campuses. It was felt that while contacting students might have been desirable, this was beyond the scope of the evaluation and unnecessary in accomplishing the evaluation objectives.

3.1.2. Constraints

Financial, time, and logistic considerations placed many constraints on the evaluation procedure. It was felt that what was needed was a macro-perspective that would provide relevant data, discussion, and feedback from the participating colleges as to overall Indian Education Project accomplishments.

There was no intention of evaluating the specific merits and quality of individual college programs. Internal program evaluation remains a responsibility of the colleges themselves. Assessment of program quality is difficult at best, sensitive to the personnel involved, and clearly outside the prerogatives of this evaluation.

3.2 Evaluation objectives

The two primary objectives of the Indian Education Project evaluation were:

1) Review the total program of the Indian Education Project
2) Provide a perspective of accomplishments and focus for future use by by external funding agencies in evaluating the merits and future needs of the Indian Education Project

3.3 Establishing the goals

An essential input to the Stake model is a list of intents or anticipated Project goals. The need for a clear delineation of Project goals necessitated a review of the two grant proposals to the Northwest Area Foundation. Project goals were identified in each of the following areas:

1) Outreach
2) Central and coordinative
3) Institutional (Training)
4) Institutional (Supportive)

The Project goals themselves varied in degree of specificity. For the most part, they were framed in broad general terms that were not readily adaptable to quantifiable methods of measurement. More specific goals were formulated for individual college efforts by both the Grants Committee and the colleges themselves. It was not the intent, however, of this evaluation to directly review the program efforts of the participating colleges. Input from the individual participating institutions was collected in order to formulate a total perspective of the efforts of the Indian Education Project from 1971 through the present.

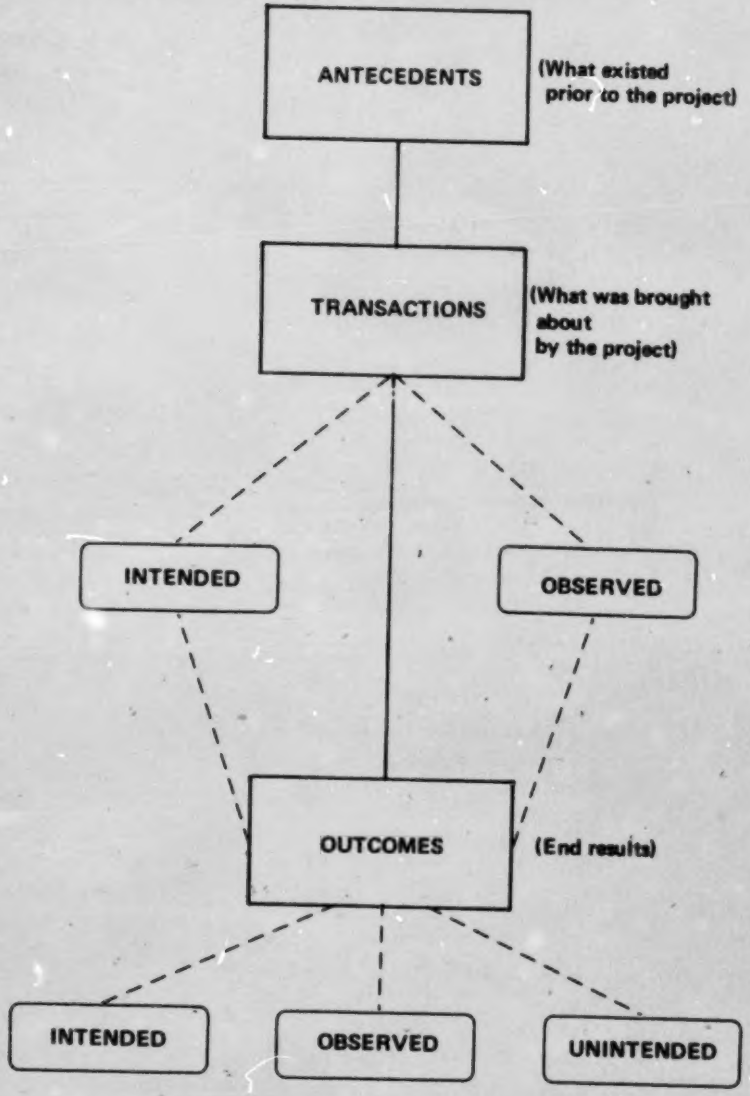
3.4 Project goals

For the purposes of this evaluation the following list of goals was extracted from the grant proposals:

1) Expansion of post-secondary educational opportunities for Indians in Minnesota
2) Increase the presence of Indian students on the private college campuses
3) Work with Indian students in order to develop their personal capacities and competencies for leadership
4) Establish bridges between colleges and Indian communities
5) Provide an Indian coordinator for the Project
6) Provide Indian recruitment teams to represent all the private colleges
7) Provide an adult Indian presence on the campus and/or other supportive services that provide an Indian family or cultural contact on the campus
8) Provide supportive personnel and programming to those institutions which enroll Indian students
9) Fund supportive personnel and programs on a matching basis
10) Establishment of a Grants Committee unrelated to the member colleges
11) Have the costs of the program absorbed by the private colleges by the end of the second two-year period

Evaluation matrix | Figure 2

• Modified Stake Model



12) Have an enrollment of 400 Indian students on the private college campuses at the end of a five-year period

13) Increase number of Indian staff at the private colleges

14) Development of Indian classes and studies

15) Initiate Indian programs and organizations

16) Provision of an environment, both academic and social, that will encourage Indian students to make steady progress toward their education goals

17) Develop among the total student body, faculty and staff of the private colleges greater awareness of the contributions of American Indians to American society

18) Dissemination of bibliographic information on American Indians to the private college libraries, along with expansion of library holdings in the area

19) Articulation and improvement of financial aid policies concerning Indian students

3.5 Interpreting the evaluation process

The evaluation process itself is developmental. It is divided into three major categories representing: a) the events prior to the Project (antecedents), b) the events brought about by the Project (transactions) and c) the final outcomes, intended observed, and unintended. Though less exacting than quantifiable techniques of measurement, this process of formal structure evaluation enables both the researcher and the reader to make valid judgments concerning accomplishments, or lack thereof, in regard to the Indian Education Project.

The frame of reference for any judgments made directed at the Indian Education Project emanated from the original goal-set. Purposes other than those formally stated by the Indian Education Project were not taken into consideration.

4.0 Evaluation matrix

The modified Stake Model was segmented into three major sections.

1) Antecedents
2) Transactions
3) Outcomes

4.1 Indian Education Project antecedents

What existed prior to the forming of the Indian Education Project is critical to building an understanding of the level of accomplishments that may justly be attributed to Project efforts. In serving this purpose, an attempt was made to ascertain what existed prior to the Indian Education Project. Since a concise chronological written record of achievements in the area of Indian education was not maintained, much of the necessary information is difficult to locate or properly identify (given the time constraints of this evaluation).

The list of Indian Education Project antecedents was derived from documentation provided by the colleges, the original grant proposals and the Project files. For the purpose of organization and clarity, they are broken down into four primary functional areas as previously noted.

4.1.1 Outreach antecedents

a) Commitment to minorities

b) Recognition of Indian students as a major minority group in the upper midwest

c) Development of service programs directed at Indian constituencies

d) Sponsorship of conferences related to Indian people and culture

1. "Indian Education – What can the private sector do?" (St. John's University, College of St. Benedict, WCCO, April 17, 1970)
2. American Indian Conference (Concordia College, Moorhead, February 2, 1970).
3. Poverty in America (Concordia College, Moorhead, October 6-7, 1969)
4. Minnesota Indian Americans (Concordia College, Moorhead, March 11-13, 1971)

4.1.2 Central and coordinative

a) No centralized coordinated activities existed in the area of Indian education

4.1.3 Institutional (Training)

a) Programs that encouraged the participation of Indian students at several private colleges

b) Library Services Institute (St. Catherine College, Summer 1969)

c) Indian Culture Program (College of St. Teresa, 1971)

d) Intercultural Exchange Program with Fort Lewis College (Concordia College, Moorhead, 1970-71)

e) Medical Aid Training Program for Indian Women (College of St. Scholastica, Summer 1967)

f) Indians of North America – Indian History Course (College of St. Scholastica, 1970-71)

g) Talent Search Program (College of St. Scholastica, 1970-71)

h) Indians and American Society – non-credit course (Concordia College, Moorhead, February 1971)

i) Substantial Indian enrollment at Macalester as part of Expanded Educational Opportunity Program (EEOP)

4.1.4 Institutional (Support)

a) Indian support staff and faculty at relatively few institutions

b) Indian Affairs Committee (College of St. Scholastica)

c) Talent Search Staff (College of St. Scholastica)

d) Support staff for EEOP to strengthen student support services for minority students (Macalester)

The list of Project antecedents indicates that a nucleus of programs, staff and activities in the area of Indian education was observed to be in existence at some of the private colleges prior to initiation of the MPCRF – IEP. From this nucleus, the efforts of several individuals, the financial support provided by the Northwest Area Foundation, the Indian Education Project began establishing its goals and securing a staff. The difficult task of sponsoring Indian education programs at Minnesota's private colleges was thus initiated.

4.2 Indian Education Project transactions

The Stake Model was designed to build both logically and developmentally. With this in mind, the next step in the evaluation process is the delineation of the activities made possible by the Indian Education Project. This is what Stake refers to as transactions. The transactions are dichotomized into categories, 1) intended, 2) observed. If properly structured, logical contingencies ought to develop along the intended transactions matrix while observable evidence should serve to denote the empirical contingencies held forth for the observed transactions. (See Figure 2 for further explanation.)

The intended transactions in this case are the Indian Education Project goals (previously stated). Observance of goal accomplishment is then depicted through citing actual occurrences. The degree of goal attain-

ment is more directly related to the Project outcomes and therefore will be discussed in greater detail in a later section of this evaluation.

4.2.1 Central and coordinative

- a) Intended transaction – provide an Indian coordinator for the Project

Observed transaction – during the existence of the Project three people have occupied the position of Indian Education Project coordinator. All were Native Americans and had prior experience in an educational setting. The third and final Project coordinator had longest tenure of the three, occupying this position from November, 1973 to the completion of Phase I of the Indian Education Project at the end of February, 1976. Coming to the Indian Education Project after many years of service to Indian people with the Bureau of Indian Affairs and later the Indian Ministries Division of the Executive Council of the Episcopal Church, he contributed much insight and direction to the Project's efforts. The relationships developed by the coordinator with the private college administrative and teaching personnel were of the highest caliber. The coordinator helped to maintain the Project's image and performed the administrative functions necessary in order to enable the Indian Education Project to efficiently achieve its goals.

- b) Intended transaction – establish an Indian Education Advisory Committee to direct the Project

Observed transaction – the Advisory Committee was formed to oversee overall Project efforts except for the allocation of grant funds. For this purpose a separate Grants Committee was established with the coordinator participating as an ex-officio non-voting member. When Project grant monies were exhausted the Grants Committee no longer had a purpose and was merged into the Advisory Committee through inviting the Grants Committee members to join the Advisory Committee. The Advisory Commitee has been predominantly Indian. Currently, it has three non-Indian members. They are the assistant executive director for academic planning of the Minnesota Higher Education Coordinating Board and the deans of students of Hamline University and the Minneapolis College of Art and Design, respectively. The Advisory Committee met monthly for the length of the Project and has voted to continue to meet during the current interim period.

- c) Intended transaction – establish an Institutional Grants Committee unrelated to the member colleges

Observed transaction – the Institutional Grants Commitee was established to evaluate private college Indian education program proposals. The In-

stitutional Grants Committee set goals for individual colleges and based decisions regarding the continuation of funding upon movement toward those goals. The judicious and discretionary allocation of Project funds was a direct result of the combined individual efforts of the members of this committee. The committee functioned effectively, though independent of the Advisory Committee. This allowed Project funds to be distributed in a fair and unbiased manner.

- d) Intended transaction – dissemination of bibliographic information to private college libraries to aid the expansion of private college library acquisitions concerning Native Americans.

Observed transaction – the coordinator's office disseminated bibliographies and other pertinent material to the private college's library staffs. Most of the colleges showed a considerable expansion of their library holdings in the areas of Indian history; Indian culture; Indian affairs; Indian music and Indian art.

- e) Intended transaction – provide Indian recruitment teams to represent all the private colleges

Observed transaction – the objective of providing a centralized recruiting team to represent the private colleges as a group to potential Indian students, did not occur. The difficulties that arose in this area might be attributed in part to the competitive spirit inherent in this sector of education and other problems associated with developing a joint venture of this nature. The coordinator's office did engage itself in some central recruiting activities. A brochure containing information about the Indian education programs at the private colleges was produced and distributed. The coordinator also represented the Indian Education Project at several local college days and made information available regarding the Indian education efforts of the private colleges to high school counselors and other concerned individuals.

4.2.2 College/Indian community relationships

- a) Intended transaction – establish bridges between the private colleges and the Indian communities

Observed transaction – college/Indian community relationships developed differentially for each of the institutions involved in the Project. The following were developed over the duration of the Indian Education Project:

1) College of St. Benedict – relationships with Minnesota Chippewa Tribe

2) College of St. Catherine – has made many contacts with the local Native American community in the Twin Cities. College facilities

have been made available to the Native American community for the sponsoring of community events on several occasions.

3) College of St. Scholastica – the college sponsored an Indian Outrider Program whereby college faculty took a mobile resource van to Indian reservations in northeastern Minnesota and northwestern Wisconsin. Both credit and non-credit courses were offered on the reservations through this program. This program is highly regarded by the participating Indian communities and although it was made possible by funds from a Bush Foundation grant, the groundwork laid by the college's Indian Education Project program made the attainment of this grant possible.

4) College of St. Teresa – faculty members from the college established personal contacts with Cheyenne and Crow Tribes. As a direct result, the college sponsored an Indian art show in the spring of 1975. The exhibits were the work of Crow artists.

5) Concordia College (Moorhead) – student teachers from the college did their required field experience on the Red Lake Reservation. College personnel also made contacts with the Fargo-Moorhead Indian Center and the Nokomis Day Care Center.

6) Macalester College – the college acquired a grant from the Rockefeller Foundation for the purpose of further developing community service activities. The success of Macalester's Indian Education Project program was instrumental in the college's obtaining this additional grant. Indian community members have participated in the college's Indian Week activities on a regular basis.

7) Minneapolis College of Art and Design – student interns from the College of Art and Design taught at the Regional Native American Urban Center in Minneapolis

8) Representatives of various tribal organizations and urban Indian groups participated on the Project Advisory Committee.

• b) Intended transaction – development of Indian classes and studies

Observed transaction – the development of Indian classes and studies differed from college to college. No unified approach was observed, nor was any encouraged by the Project. One institution has established a bona fide major and minor in Indian Studies. Other participating colleges have developed and offered courses that both augment and interface with the general curricular offerings, especially in the area of general education. The classes in Indian studies have been quite popular with the non-Indian students at the colleges. This has created a spirit of awareness and sensitivity to the background and culture of Indian people thus serving to

eradicate many myths and stereotypes about Indian people. One college has taken courses directly to several Indian reservations (with the help of some additional outside funding). See appendix for a complete list of courses offered by the participating colleges.

- c) Intended transaction – initiate Indian programs and organizations

Observed transaction – Indian student organizations have appeared at most of the participating colleges. Extra-curricular activities for Indian students were also developed. The Indian student organizations appeared stronger at the beginning of the Project than now at some institutions. This is due in part to the development of self confidence by the Indian students. They have become more willing to participate in college-wide activities. At one institution the first president of the nursing organization was an Indian. One dean of students felt that the participation of Indian students in the intramural sports program helped them build their self confidence and leadership abilities and afforded the opportunity to interact with non-Indians on a competitive, yet friendly basis. Pow-Wows were sponsored by many of the institutions involved in the Indian Education Project. Other special events covering a broad range of subjects were sponsored by the colleges – lectures, Indian art exhibits, symposia, workshops and Indian weeks. Indians and non-Indians, from both the college and the outside community, participated in the college-sponsored events. Trips to national Indian meetings by enrolled students were made possible by the Project. A Careers Day for Indian students was also sponsored.

- d) Intended transaction – fund supportive personnel and programs on a matching basis

Observed transaction – all grant money was allocated to the colleges on a matching basis. This was intended to help support general Indian program development through the funding of permanent Indian faculty, counselors and recruiters. A total of $222,500 was allocated to the participating colleges by the Indian Education Project. In addition to the college's portion of the matching formula, other college funds and resources, plus additional grant support from various foundations, were channeled to the various Indian education programs.

- e) Intended transaction – provide an adult Indian presence on campus and/or other supportive services that provide an Indian family or cultural contact on the campus

Observed transaction – the adult Indian presence on the private college campuses has been fulfilled through the hiring of Indian faculty and other professional staff. They serve as adult role models for the Indian students. Their presence on campus provides a leadership model for the students, a

sense of awareness of cultural and religious differences and a liaison function necessary to help Indian students make the transition to college.

- f) Intended transaction – increase the number of Indian staff at the private colleges

Observed transaction -- the direct efforts of the Indian Education Project helped increase the number of Indian faculty members at the private colleges significantly. Presently seven full-time faculty, plus several other Indian faculty that have not been identified as part of this project, are employed by the private colleges. Six Indian professional staff members are employed by the private colleges as Indian student counselor/recruiters. Three of the private colleges are currently in the process of recruiting an Indian person to fill a new or vacated position on their staffs. Several part-time Indian faculty are also employed by the private colleges.

- g) Intended transaction – provide funds for supportive personnel and programming to the institutions which enroll Indian students

Observed transaction – grant funds from the Indian Education Project enabled some of the participating private colleges to hire full-time Indian faculty and supportive personnel. Much of the program development that did occur would not have were it not for the Indian Education Project's efforts. Indian Education Project funding provided the private colleges with an initial source of revenue to encourage the hiring of Indian professionals and stimulate curricular development and consequently Indian student recruitment efforts.

4.3 Project outcomes

The Stake Model application used herein specifies project outcomes in a dichotomous manner, similar to the breakdown of the project transactions segment. An analysis can be drawn from a comparison of intended outcomes with observed outcomes. Precise measurement is not possible, but the reader may make his own judgments in relation to Indian Education Project accomplishments by simply comparing final outcomes with those originally intended. The achievements of the Indian Education Project are depicted in this section.

The Indian Education Project outcomes serve to foster an understanding of the total Project accomplishments by clearly delineating what the Project has achieved.

- a) Intended outcome – expansion of post-secondary educational opportunities for Indians in Minnesota

Observed outcome – enrollment of Indian students in Minnesota's private colleges rose dramatically. Prior to the Indian Education Project only 40

Indian students were enrolled in the private sector. Today more than 170 Indian students are working toward degrees in the Minnesota private colleges. A continuing increase in the number of Indian students choosing to attend a Minnesota private college is expected. Expansion of current programs and Indian staff is contingent upon enrollment and available resources. The financial constraints facing many of the private colleges will make much program expansion based on hard college dollars appear unlikely. A more optimistic finding is that the seven continuing Indian education programs are not expected to make any major cutbacks for the coming year. Some vacated positions will be filled and limited expansion, where enrollment warrants this, will take place. Many colleges are seeking further outside support to continue the development of their Indian education efforts. The present steady state of institutional support for Indian programs is not likely to change over the next few years. The few colleges that have been in an expansive mode are recruiting actively and looking to supplement college dollars with outside support.

- b) Intended outcome – increase the presence of Indian students on the private college campuses.

Observed outcome – the enrollment increases over the duration of the Indian Education Project directly address the issue of Native American presence. The Project efforts have stimulated the colleges to go beyond the issue of access in order to encourage presence. The sincere and genuinely concerned attitude of the private college administrations visited during the evaluation effort demonstrated the positive impact that the Indian presence has had for the private colleges. The Indian presence has affected the colleges socially, culturally, and morally. It has helped foster a clearer understanding of the Indian people by students, faculty, and staff not exposed to the Native American culture prior to the Project. An Indian presence now exists on many of the campuses, not just physically, but has manifested itself within the curriculum, the extracurriculum, and the library.

- c) Intended outcome – work with Indian students in order to develop their personal capacities and competencies for leadership

Observed outcome – Indian students immediately assumed leadership roles within the Indian student organizations. As the programs continued to develop and the students felt more comfortable with the collegiate environment, they began to approach and assume other leadership roles both within and outside the college community. At one institution the first president of the nursing organization was a male Native American; at another institution the original Indian Education Project grant proposal

was drafted by a group of Indian students. Indian students who have participated in the program have done independent research, had art exhibitions, gone on to graduate school, and have assumed responsible positions in the professions, business, and their communities.

- d) Intended outcome – have the costs of the program absorbed by the private colleges by the end of the second grant period

Observed outcome – of the ten colleges participating in the Indian Education Project, seven have chosen to actively continue their Indian education programs. The costs of the programs have essentially been written into the college budgets and have become part of the regular operations of the colleges. In some cases, college funds have been supplemented by other external grant funds. Funds for expansion are difficult for the colleges to provide since the financial positions of many of the participating colleges is extremely limited. In some cases, picking up the continuing funding (when Indian Education Project dollars were exhausted) for Indian faculty and staff was a difficult decision. The affirmative position taken by most of the institutions demonstrates their strong belief in and support for the Project, its accomplishments, the need for its continuation. Additional outside funding is needed to stimulate further program development.

- e) Intended outcome – have an enrollment of 400 Indian students in the private colleges at the end of a five year period

Observed outcome – this goal has not been achieved. The current Indian student enrollment at the private colleges is 174, just under half the original goal for the Project. The conclusion drawn by the informed personnel at the private colleges is that the original goal of 400 was unrealistic. The expansion of educational opportunities for Native Americans in Minnesota's pubiic post-secondary educational institutions was not properly taken into account when the original goal was established. The net increase in Indian student enrollments in the Minnesota private colleges since the inception of the Indian Education Project is 134. An enrollment increase of 435 per cent must be considered a significant accomplishment. It is felt that the original goal of 400 Indian students can still be achieved by the private colleges. It will take an intensive recruiting effort, especially in states other than Minnesota. When compared to the total Indian student enrollment in Minnesota post-secondary education, the proportion enrolled in the private sector is quite respectable.

- f) Intended outcome – provide an environment, both academic and social, that will encourage Indian students to make steady progress toward their educational goals.

Observed outcome – providing an atmosphere that would maintain a

comfortable learning environment for Indian students at the private colleges has been viewed as necessary. In order to achieve this, the colleges hired Indian faculty and staff, provided special facilities and space in some cases (Indian Houses, Indian Rooms, studio space, etc.) and sponsored events that recognized the Indian culture and heritage. These included speakers, guest lecturers, Indian Week, pow-wows, field trips, conferences, artistic, and musical events. Some colleges had more success in this area than others. The programs with larger, more stable enrollments seemed to accomplish this goal more readily. A critical mass in terms of Indian student body size becomes necessary. This number would be about 15 students. Ample Indian student body size allows a sense of group affiliation to develop. Effective peer group relationships among Indians help foster self-confidence and stimulate interaction with the rest of the college community.

- g) Intended outcome – develop among the total student body, faculty, and staff of the private colleges greater awareness of the contributions of American Indians to American society.

Observed outcome – the Indian student, faculty, and professional staff presence on the private college campuses brought about by the Indian Education Project helped educate non-Indians and create a greater degree of pluralism. Greater awareness came about through interaction, curriculum development, workshops, lectures, and social activities. Each institution added its own unique dimensions and perspectives to the accomplishment of this goal. The strong support from the colleges' administrations in most cases provided a sense of central authority and accountability for the program's operation. The wide variety of cultural activities sponsored through Indian Education Project efforts were well attended and appreciated by non-Indian students and staff at the colleges.

- h) Intended outcome – articulation and improvement of financial aid policies concerning Indian students

Observed outcome – financial aid has become less of a barrier to access to a private college education that it was at the beginning of the Project. At most of the private colleges sufficient financial aid is now available through a combination of federal, state, college, and BIA funds. Fewer Indian students now have to take out student loans since that portion of the usual financial aid package is generally covered by a higher education grant. Many problems regarding financial aid for Indian students were encountered at the beginning of the Indian Education Project. Initially, a lack of understanding of the BIA funding process and objectives caused many of the difficulties. This problem has been generally overcome, though some differences in opinion as to financial aid policies still exist.

The financial aid personnel at the colleges as a group are more pleased with the financial aid programs for Indian students than are the Indian faculty and staff. Presently the major problems being experienced in the financial aid area are: 1) Indian students not submitting financial aid forms on time; 2) provisions of supplemental money beyond the basic costs of going to college for emergencies, trips home or other unanticipated expenditures that Indian students may incur during the college year.

4.4 Unintended outcomes

The major observed outcome that was not originally intended by the Project was the catalyst effect that the Indian Education Project provided. Its presence helped to develop other externally funded programs for Indian students. The original intention of project funding was to provide basic funds on a matching basis for development of Indian education programs. *Costs of continuing these programs were to be assumed by the colleges as a regular ongoing budget item when Project funding expired.* This did occur in one form or another at most of the participating institutions. However, continuing need for additional funds for innovative programs within the private colleges led several of the participating private colleges to seek additional foundation funding for the further expansion, development and continuation of their Indian education programs. For example, the following grants were made to Minnesota private colleges:

1) Bush Foundation –
   for the Indian Outrider Project at the College of St. Scholastica
2) Rockefeller Foundation –
   for Indian community service programs at Macalester
3) McKnight Foundation –
   for expansion of minority programs at Augsburg, Carleton and Macalester

In two of the cases where private colleges received additional grant funding for Indian education from other sources, they felt such funding would not have occurred were it not for the initial program development made possible through Indian Education Project efforts.

The Project's original intent was to have the Indian education programs evolve into the permanent instructional and financial base of the participating colleges. Some of the participating colleges experienced a great enough degree of success with their Indian education programs that they have been able to make a long range commitment to support these programs as part of their regular ongoing college programs. Other institutions have been somewhat frustrated with their efforts at Indian education. A variety of reasons for this exist. Some colleges were not able to obtain or

did not choose to recruit qualified Indian faculty and staff. Others were plagued by staff turnover, high student attrition and lack of sufficient Indian students to create an encouraging atmosphere. Social forces and religious practices on some of the campuses may have also combined to alienate Indian students.

The Indian Education Project has acted as a catalyst for the continued expansion and development of Indian education programs. The IEP had intended to be the primary agency for Indian program support at the private colleges. The issue of where program support emanates from is not crucial, but the need for central direction and control remains evident.

As an unintended outcome, the impetus for additional development that the IEP brought about has had a positive impact on the long term viability of the Indian education program it helped develop.

5.0 Findings

5.1 General remarks and interpretation

For the most part the original project goals were accomplished. Significant achievements in the area of Indian education have been made by most, but not all of the colleges participating in the MPCRF – IEP. What the private colleges have learned is that providing effective programs for Indian students is a difficult and complex endeavor. Several of the colleges have been more fortunate than others in their ability to hire and retain some very well qualified and effective Indian faculty and staff. This has enabled program development to have a stronger sense of continuity and cohesiveness than in the colleges with high staff turnover.

The Project has demonstrated positive efforts in all of the original goal categories. This does not imply that more productive accomplishments could not have been achieved if Project funds were allocated in a different manner, but merely suggests that a degree of accomplishment has been achieved. These accomplishments are documented in this evaluation.

Measuring the degree of accomplishments of the IEP in a purely quantifiable manner is not possible.

Each college had its own individual goals and expectations for the Indian education program it developed. The goals for the IEP were more ambiguous in nature and thus more susceptible to subjective perspectives regarding its overall success or failure. Since the IEP is unique and has no counterparts, comparative standards of measurement simply do not exist.

This evaluation was structured in a manner that measured success against what was originally intended. Goals and intentions are highly subject to change. While the evaluation model is not so rigid that it cannot take this into account, the task of properly identifying discrepancies and modifications is difficult, given the circumstances surrounding this evaluation.

The interpretation of the outcomes of the IEP must hold up to the scrutiny of those it set out to serve, the Indian youth who participated in these programs and the private colleges that developed them. Success or failure must, therefore, be judged at three different levels:

1) project level
2) college level
3) student level

Each is subject to a different set of standards and objectives. This evaluation is focused on the Project level of achievement. Since the levels are hierarchical, the remaining two are necessary inputs to making Project level judgment. Unfortunately, certain trade-offs in this area had to be made in order to facilitate the completion of this evaluation. Additional efforts at evaluation from the perspectives of the other two levels would be highly complementary to the research effort represented here.

5.2 Pertinent considerations regarding success or failure

What has been lacking so far is the primary objective of any collegiate program, to graduate educated students. This has been a major problem confronting the colleges participating in the IEP. Attrition of Indian students has been very high. Whether this is a Project problem or an institutional concern becomes a sensitive issue. The Project objectives were to provide impetus for program development. This has certainly been evidenced. The Project, however, does not grant degrees and therefore cannot be credited with the failure to graduate sufficient students. Nevertheless, the problem still exists. The exact reasons for this are difficult to identify, but what must be given prime consideration is that additional educational options were provided for Indian students. Whether they effectively met the expectations and purposes the Indian students had in mind is a cognate issue. It would be most facilitative to consider this as a separate issue since this was an evaluation of the total IEP effort rather than an evaluation of institutional program effectiveness. The paradox here is that the Project itself doesn't exist as a functional entity but merely as a central facilitator for the development of differing autonomous institutional programs. As systems scale-components, they served to operationalize the Project's objectives. Manifestations beyond the Project's original objectives may well be attributed to individual institutional initiative. The emergence

of this aspect is significant to the Project's effect as a functional organization and an agent of educational and social change. The IEP has made many strides in this direction, best documented by the continuance of the programs and the tapping of resources beyond the scope and capabilities of the IEP.

5.3 Continuing institutional support

Support for the efforts made by the IEP has been affirmed by the MPCRF. All the colleges visited in the process of this evaluation expressed a sincere interest in the continuation of the Project efforts. Although Indian education assumes a higher priority at some institutions than at others, it still remains clear that the private colleges are fully willing to provide and develop educational opportunities for Indian students. Continuing Indian education programs after IEP funds have been exhausted is evidence of a strong degree of institutional and local support.

5.4 Continuing student support

Indian student enrollment in the private colleges has progressively increased over the life span of the IEP. The attrition problem has been recognized by the individual institutions and they are engaging in activities to maximize retention of Indian students. Student satisfaction, although not measured in this evaluation is, in the opinion of the Indian and other professional staff at the colleges visited, improving. No signs of any enrollment decrease are imminent. An enrollment of 400 Indian students in the private sector is certainly attainable, though not likely to occur during the next year or two. As a long range objective, this enrollment figure may well be achieved.

5.5 Central Project role

The coordinative role assumed by the Project is one of the most difficult functions to articulate in the educational setting. The total institutional autonomy of the private sector, coupled with the competition especially inherent in the arena of higher education, places a strenuous challenge on any project structured in the cooperative, voluntary mode. The MPCRF – IEP has done well. The difficulties it has experienced relate to establishing its role and purpose other than being a granting agency for program funds. Another area related to the liaison function the Project has not been able to make much formal progress in is that of inter-communication between participating institutions. Many college personnel were not aware of what was being developed or achieved by the other participating institutions. The Project Advisory Committee, which was the group responsible for the Project itself, was not made up of institutional representatives, though some of the institutions did, in fact, have personnel on the committee. The Project reassessment workshops did help to overcome this problem some-

what, but it is felt that more continuous institutional feedback and interrelationships would have been beneficial.

5.6 Financial aid

The financial aid policies and programs at the private colleges regarding Indian students have experienced a critical review and have made a major transition toward better understanding and meeting the needs of Indian students in this area. The IEP has been chiefly responsible for the clarification of problems in the administration of financial aid programs for Indian students. Indian students have been able to bring to the private colleges an additional source of revenue, that being funds allocated by the BIA and state and tribal Indian scholarship monies. Much to the dismay of many of the personnel associated with the Indian Education Project, this additional source of financial aid funds enables the colleges to allocate scarce institutional scholarship monies to other needy students not necessarily Indian. The net result however, is an increase in the amount of financial aid that can be distributed by the private colleges. Therefore, the impact of Indian financial aid programs goes beyond the Indian student body and affects the general population and policies of the private colleges.

5.7 Theoretical observations

Incremental Project growth and development did occur. The antecedents (observed conditions that existed prior to the Project) readily integrated with the Project transactions. General congruence of outcomes intended and observed exists. Discrepancies with and displacement of goals originally intended were not a major problem for the Indian Education Project. The empirical contingencies between antecedents, transactions and outcomes, as depicted in the theoretical schema of the modified Stake Evaluation Model, are clearly observable. Even though they are not quantifiable, their interpretation in a subjective manner maintains the judgmental perspective inherent in the model

Organizational lag was observed and this was most likely debilitating to the Project itself. The informal ties the Project had with the institutions involved made it difficult to maintain formal channels of functional organization. Sensitive institutional prerogatives and other delicate political issues surrounding the expansion of educational opportunities for Native Americans helped to maintain some of the dysfunctional organizational interrelationships. Clearer demarcation of authority, accountability and institutional responsibility would help to alleviate these problems in the future.

6.0 Concluding remarks

The Indian Education Project has accomplished a great deal since it began in 1971. It has demonstrated that not every private institution is able to provide the kind of atmosphere, either educationally or socially, that a majority of Indian students need. Success of the various institutional programs is difficult to assess. The goals of Indian students are not different from other students. Effective ways of meeting their immediate needs, however, require changes on the part of the serving institutions. Differences in location, religious affiliation, institutional emphasis and program offerings make it impossible to generalize as to what programs best serve all Indian students. What is obvious is that a liberal arts education can meet needs of Indian students.

The choice as to institutions is a student's choice. Indian students, like most other college students, are not always satisfied with their initial choice or experiences with college. This culminates in a decision to transfer or to drop out. Others who had marginal academic qualifications upon admission found they could not make it in the competitive academic atmosphere of most of the private colleges. The pool of highly qualified Indian students is limited. This places the private colleges in a difficult dilemma. Admitting students who cannot cope with the rigorous academic standards maintained by the private colleges is an injustice. However, not giving Indian students an opportunity would be far more debilitating to both the students and the colleges alike. Indian students who have graduated have gone on to assume responsible positions in many fields of endeavor. Those who did not have not been harmed by their experiences at the private colleges.

The Indian Education Project served Minnesota's private colleges and Indian people well by creating a means for fostering, developing and clarifying the post-secondary educational needs of Indian people. Unlike their public counterparts, the private colleges are not motivated by constituency obligations to serve Indian people. Instead, pluralism is a moral and social responsibility which the private colleges in Minnesota have chosen to in integrate into their goals and purposes. Indian students were not desired by most of the participating institutions as an additional minority, but as an integral part of their total collegial community.

The initial phase of the MPCRF – IEP has now come to an end. What must be remembered is that the Project efforts will continue. The private colleges are now involved in the difficult process of articulating social change,

creating a sense of awareness of the cultural, religious and social perspectives of Indian people. The private colleges, through the efforts of the Indian Education Project, have made significant progress in the area of Indian education. Much ground however, is yet to be covered. The efforts put forth by the 10 colleges are continuing to grow and develop at most of the participating institutions.

From this point on, the central role provided by the Project must assume a different tack. It has achieved its developmental purpose. Continuing evaluation as to the effects of the Indian education programs upon both Indian and non-Indian students is needed. In-depth institutional self-studies of their efforts and approaches to Indian education must also take place. Unfortunately, this is an area of higher education where empirical research data as to the affective and cognitive areas of learning best serving Indian students are lacking. The private colleges need to collectively tap their experiences in the area of Indian education in order to help create a knowledge base, derived from research findings, that would enable other educational administrators to make decisions on an informed basis. This would stimulate future educational alternatives that would best serve Indian people and foster the spirit of pluralism long evidenced in the private sector of higher education.

The ambitious efforts of the MPCRF – IEP will be severely missed should additional funding for continuing the Project not become available. The Indian Education Project has served to provide a foundation for Indian education within the private sector in Minnesota. This foundation needs to be built upon and the Indian Education Project is the body capable of providing the continuing, structured, organizational support necessary for further development of opportunities for Native Americans within Minnesota's private colleges.

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Indian Education Program
summary by college

Appendix A

COLLEGE	Indian Staff	Number of Indian Courses	Indian Student Enrollment 1975-76	Local College Scholarship 1975-76	Total Grant Dollars Received	Indian Center	Indian Student Association
Augsburg	2 P.T.	3	6	$ 1,300	$15,000	None	None
Bethel	None	0	1	- - -	- - -	None	None
Carleton	None	0	3	1,524	- - -	None	None
College of St. Benedict	None	2	5	- - -	3,500	None	None
College of St. Catherine	1 F.T. Counselor 2 P.T. Faculty	3	20	4,175	15,800	None	Yes
College of St. Scholastica	3 F.T. 2 P.T.	22	47	29,890	42,300	Yes	Yes
College of St. Teresa	None	2	4	- - -	9,200	Yes	None
College of St. Thomas	1 F.T. Counselor	2	14	7,105	13,000	None	Yes
Concordia (Moorhead)	1 F.T. Counselor 1 F.T. Faculty	8	8	8,850	42,500	Yes	Yes
Concordia (St. Paul)	None	0	4	3,020	- - -	None	None
Gustavus Adolphus	None	0	3	224	- - -	None	None
Hamline	None	1	3	2,200	- - -	None	None
Macalester	2 F.T. Counselor 1 F.T. Faculty	2	29	27,807	38,000	Yes	Yes
Minneapolis College of Art and Design	1 P.T. Counselor 1 F.T. Faculty	3	21	3,800	19,000	None	Yes
St. John's	None	0	2	- - -	- - -	None	None
St. Mary's	None	4	0	- - -	- - -	None	None
St. Olaf	1 P.T. Faculty	11	4	4,750	23,600	None	None

Augsburg's involvement in the Indian Education Project began in 1971. It employed a part-time Indian staff person to work with students and faculty on a limited basis. This position was later expanded to include some recruiting responsibilities.

Several courses and workshops were offered in a variety of areas relating to Native Americans. Both student and faculty interest and involvement in Indian concerns increased during the program's existence, as demonstrated by Indian Week activities at the college.

The courses on Indian life and culture were well received by the college community. Indian graduates of the college have gone on to graduate school and other professional employment. The college has been able to increase its library holdings in the area during the period of its participation in the Indian Education Project.

Income and Expenditures – Indian Education Project

RECEIPTS

	1971-72	1972-73	1973-74	1974-75	Total
Minnesota Private College Research Fund	$ 3,900	$ 4,700	$11,000	$ – –	$19,600
Miscellaneous Gifts	– – –	127	– – –	– – –	127
Total	$ 3,900	$ 4,827	$11,000	$ – –	$19,727

EXPENDITURES

	1971-72	1972-73	1973-74	1974-75	Total
Instructional Salaries	$ 2,700	$ 3,822	$ 7,043	$ 1,338	$14,903
Fringe Benefits	140	273	420	112	946
Guest Speakers	558	– – –	– – –	– – –	558
Supplies & Miscellaneous	192	69	20	– – –	282
Audio-Visual	41	– – –	– – –	– – –	41
Travel	– – –	125	167	– – –	292
Scholarships	– – –	– – –	1,556	1,150	2,706
Total Expenditures	$ 3,631	$ 4,289	$ 9,207	$ 2,600	$19,727

Library expenditures and acquisitions

During the past four years the Augsburg Library has given special attention to developing its collection on American Indians. A considerable sum of HEA Title IIA funds during this period was devoted to books on minorities, including Indians. Also, some funds acquired through the Five-College Consortium on Urban Education were used to buy materials on urban Indians and problems of education relating to them.

Out of regular college moneys more popular books have been acquired for the Browsing collection and some outstanding titles have been purchased for the Reference collection. There has been a growing emphasis on anthropology at the college and this would be reflected in books on American Indian culture.

Books written by Indians would, of course, be found in all parts of the library collection; and as subjects are differently analyzed they will appear in many different places. However, the Library of Congress classification categories (E58-E-99), dealing primarily with the history and culture of North American Indians, would contain the major portion of the Augsburg Indian collection. By casual count this section includes approximately 450 volumes. A majority would have been acquired in the recent period, 1971-75, in my judgment. For specific figures one would need to check for accession numbers of specific books. This could be done, at least with a good sample, if there were time available.

The two primary goals of the Indian Education Project at the College of St. Benedict were: 1) to provide a common experience in Native American culture for Indian students; and 2) to provide others, particularly teachers, with an opportunity to learn about Indian culture. In order to accomplish these goals a weekly series of lectures by Indian people was established. This was a joint effort involving the St. Cloud State Reformatory, the St. Cloud high schools, the Minnesota Home School for Girls at Sauk Centre, The Ogichidog Society at the State Reformatory and the College of St. Benedict.

This joint effort demonstrated moderate success but circumstances beyond the control of the college forced its curtailment. An attempt to revive this approach under the auspices of a proposed Central Minnesota Consortium on Indian Studies was supported by the MPCRF – Indian Education Advisory Committee. The Central Minnesota Indian Studies Consortium, however, did not receive the funding it was seeking from the U.S. Office of Education and has not met since the spring of 1974.

The college has offered a course from time to time entitled: "Native American Culture: Literature, Art, Song, Dance and Values." It has also attempted to include the culture and value orientations of Native Americans in its general education curriculum.

The attempt by the College of St. Benedict to develop a consortium of institutions in central Minnesota that would provide educational experiences relating to Native Americans was both a unique and difficult task. Though only moderate success was achieved, it has left a lasting impression on the college community regarding Indian traditions, values and culture.

College of St. Benedict – Indian Education
EXPENDITURES
October, 1972 – June, 1973

Supplies	$ 499
Miscellaneous	700
Sister Merle Nolde's Salary	1,900
Individual Speakers	4,000
Total Expenditures	$ 7,099

No expenditures since June, 1973

Library expenditures and acquisitions

Books added to the general book collection under the Library of Congress Subject Heading, Indians of North America, (LC numbers E58-E99) between 1971 and 1975: 1971-72 – 60; 1972-73 – 17; 1973-74 – 18; 1974-75 – 24.

The library currently receives 600 periodicals. There are two specifically on Indians: *Akwesasne Notes* and *The Indian Historian*. Other titles in the collection, particularly in the fields of anthropology, sociology, and history are relevant to Indian studies.

St. Catherine's first initiated programs for Native Americans in the summer of 1969. Supported by federal funds, an institute on library service was offered to disadvantaged adults. Native Americans participated in many phases of this program.

Through its experience with the institute and other efforts related to Indian education, it was realized that the College of St. Catherine was very receptive to the opportunity to interact with and learn about the history, culture, and values of native Americans. Furthermore, the increasing number of Indian students on St. Catherine's campus warranted special attention from an Indian staff person. This person was hired to act as counselor and advocate for St. Catherine's Indian students. In addition to these responsibilities this staff member was expected to perform recruiting duties and serve as a liaison with the Native American community.

Since the college began its participation in the Indian Education Project, it has: 1) increased its Indian student enrollment; 2) increased the number and frequency of Indian studies courses offered; 3) created a sense of awareness of and sensitivity to the Indian student presence; 4) provided tutoring and support services for Indian students.

The college encourages its Indian students to participate in the regular college curriculum. A variety of liberal arts majors is offered as well as teaching, nursing, and library service. In order to support the academic efforts being made in the areas of Indian history, culture, and language, the college has set out to increase and improve its library acquisitions regarding Indians.

The success of the program at St. Catherine's is due to the outstanding qualities and efforts of its professional staff person working with the Indian program and the responsive attitude of the college administration toward working with and providing programs for Native American community.

Library expenditures and acquisitions

During 1971-72, Joanne Peil, a senior library science major, undertook a painstaking, detailed evaluation of adult books regarding the Native American Indian which were in the St. Catherine library. On the basis of this study, books which were offensive to the Native Americans were withdrawn from the collection. From this point – 1972 – an active and continuing program of purchasing materials – books, periodicals, and audio-visuals – has been in force at the St. Catherine library.

During the academic year, 1972-73, a grant from the Office of Education to College Libraries in Consortium was largely devoted to the purchase of materials relating to the Native American and in support of the courses which were being taught. A summary of the major items is as follows:

Major sets of books	$3,234
Multi-media kits	255
Slides: Indian Art	289
Filmstrips	252
Serials on disadvantaged with special attention to Native American publications	1,060
Monographs on history and culture of Native Americans	1,148

On the basis of the grant given to St. Catherine, the library from its own funds has committed itself to CLIC to continue to purchase materials in depth on the Native American. In 1973-74, the library purchased 110 additional books, one motion picture, one videotape, and six tape cassettes. In 1974-75, the library added 97 books and seven recordings. The purchases for the present year, 1975-76, will not be summarized until the end of the year but material continues to come in. Mrs. Gertrude Buckanaga has aided us from time to time in the selection of material.

With the initial thrust from the Office of Education grant through CLIC, St. Catherine's library is well on its way to having an excellent collection on the Native American.

The college has offered a variety of programs and services to the Indian community, ranging from the original missionary work by Sister Scholastica (the founder of the college) to an Indian Outrider Project bringing St. Scholastica faculty to the reservations in northern Minnesota and northwestern Wisconsin to teach college level courses.

Involvement by the college in the federally funded Talent Search Project during the 1970-71 academic year enabled the college to identify and recruit talented Indian youth. During this same period an Indian Affairs Committee was formed on campus to aid in the acquisition of scholarships for Indian students and to promote Indian education on campus.

The next step in St. Scholastica's approach to Indian education was to initiate an Indian studies program. A director for this program was hired in the fall of 1972 and a minor area of specialization was started. Indian studies rapidly began to gain in popularity, attracting large enrollments of Indian as well as non-Indian students on campus. Additional faculty were hired. Today, the Indian Studies Department has three full-time and one part-time faculty and offers 23 courses, plus extension courses, at four reservations in northeastern Minnesota and four reservations in northwestern Wisconsin.

St. Scholastica is the only participant in the MPCRF – IEP that has established a Department of Indian Studies and offers a major and minor in the area. The Indian studies program has provided a critical central focal point for further development of programs for Native Americans at St. Scholastica. Students are encouraged to take courses in Indian studies and use the same as a minor or second major to support course work in the liberal arts or one of the more career-oriented majors. The department provides incoming Indian students with an opportunity to adjust to the pressures and requirements of college level work in an environment that is both facilitative and sensitive to their needs. Students are then better able to make the difficult transition to college more readily and successfully.

St. Scholastica has placed a major emphasis on career education for all of its students. In implementing this policy, the college has established special programs for Indian students in nursing and management.

Curriculum development is only one strength of the Indian education efforts at St. Scholastica. A community service effort has continually been fostered throughout the college's existence. The Indian Studies' motor

home provides a mobile classroom and resource center to the Native American communities of northeastern Minnesota and northwestern Wisconsin. The college has offered medical aid training programs for Indian women, participated in the Concentrated Employment and Training program for the unskilled and unemployed, and has offered workshops and cultural activities directed at Native American concerns.

The Indian education program at St. Scholastica has been well accepted by the total college community. Student, faculty and administrative support for the program is enthusiastic. Indian students are encouraged to participate in all aspects of the college program. While initially Indian students seemed to concentrate their extra-curricular efforts in the Indian organization, they now participate regularly in college-wide activities such as student government, intramural athletics and other organizations on campus.

The program at St. Scholastica has many facets. The direct efforts in curriculum innovation, as well as community service, have provided the college with the necessary visibility to recruit Indian students successfully. St. Scholastica currently has more Indian students than any other private college in Minnesota and is exceeded only by Bemidji State University and the University of Minnesota as far as Indian student enrollment is concerned.

The college has also made a strong effort to provide the ancillary services necessary to support a program of this nature. It has made a substantial commitment to the program both morally and financially, and will continue to be one of the leaders in the field of Indian education at the collegiate level both in the state of Minnesota and nationally.

College of St. Scholastica – Indian Education
EXPENDITURES

Financing of the Indian Studies Department has been through the following sources:

Year	1971-72	1972-73	1973-74	1974-75	1975-76
MPCRF – IEP	$ 7,500	$ 4,500	$15,000	$15,000	$ – – –
Marshalls	12,500	12,500	11,000	11,000	6,000
Bush	– – –	38,500	38,500	19,000	17,000
DeRance	– – –	– – –	– – –	– – –	20,000
CSS	– – –	39,000	39,000	39,000	39,000

Library acquisitions – books

1971-72 – 30 on hand; 1972-73 – 100 purchased; 1973-74 – 120 purchased; 1974-75 – 100 purchased, 1975-76 – 350 on order. The books include bibliography, fiction, literature, legends, culture and arts, philosophy and religion.

Fifteen films have been purchased during the past four years covering subjects of traditional life-style, music and dance, assimilation, Indian legends and religion, recent conflicts, and one recruiting film.

The program at the College of St. Teresa attempted to develop a sense of awareness toward Indian people. To accomplish this, the college has offered courses concerning Native American culture. In 1971-72 the college sponsored a lecture series entitled, "Native American Awareness."

Following the awareness program, the College of St. Teresa employed one of its Indian students as an Indian student counselor on a part-time basis and established an Indian room for the Native American students on campus. This culminated in the sponsoring of an Indian art show by Crow Indians in the spring of 1975.

During its involvement in the Indian Education Project the College of St. Teresa has attracted several Native American students, increased its library holdings significantly and sponsored activities relating to Native American culture. College officials feel that the distance of the college from most of Minnesota's Indian communities has hampered development of its Indian student recruitment efforts and its ability to retain such students.

College of St. Teresa – Indian Education
EXPENDITURES

Grant 1972-73 – $3,500		Grant 1973-74 – $5,700	
Travel	$ 510	Travel	$ 907
Indian Counselor	2,520	Indian Counselor	2,030
Furnishings for Indian Room	102	Workshops	80
Entertainment	47	Speakers	936
Library Acquisitions	284	Films	182
Miscellaneous	36	Printing and Duplicating	45
Total	$3,500	Pow-Wow	50
		Entertainment	70
		Library Acquisitions	$1,401
		Total	$5,700

In addition to the above expenditures, the college has provided Indian students with supportive services, e.g., reading clinic, academic advising, individual counseling, as well as the faculty and staff required to implement the grants. We estimate the foregoing costs would amount to several thousands of dollars.

Library expenditures and acquisitions –
1971 - 75 – Indian history, culture, related areas

Books –	
History, Literature, Culture, Economic, and Social Problems	$ 904
Reference Books	395
Audio-Visual Materials	327
Periodical Subscriptions	58
Total	$1,685

We emphasized library acquisitions, since there were practically no holdings in area libraries prior to the project. As a result of the grants, we now have a significant collection.

The Indian education program at St. Thomas has made an effort to extend opportunities for a liberal arts education to Indian students. While no special curriculum exists for the Indian students, the college has offered a limited number of courses directed at Native American concerns. Students who are interested in further Indian studies are able to take appropriate courses offered by other colleges participating in the Associated Colleges of the Twin Cities: Augsburg, Hamline, Macalester, College of St. Catherine, College of St. Thomas.

St. Thomas has employed an Indian student counselor/recruiter over the past three years to help meet the needs of its Native American students. While this person was recently promoted to the post of minority student counselor, he still maintains a close relationship with the Indian students on campus. The Indian students have sponsored social activities jointly with the Indian students at the College of St. Catherine through the Thunderbird Club, a joint student effort at the two schools.

While the program at St. Thomas is limited in size and scope, it has been able to offer Indian students an educational opportunity, thus broadening the student's options. Access and financial aid are not problems at St. Thomas. There is, however, a growing concern among the administration and the staff as to need for further supportive services for its Indian students. The college is currently exploring alternatives in this area.

College of St. Thomas – Indian Education
EXPENDITURES

1972-73	$4,000	1973-74	$9,000

Concordia was already involved in Indian education prior to the inception of the Minnesota Private College Research Foundation – Indian Education Project. A consortium effort, funded by Title III of the 1965 Higher Education Act, provided for an intercultural program with Fort Lewis College in Colorado. Fort Lewis College is located in close proximity to major Native American population groups in the southwest and had attracted a student body that was approximately 10% Indian. Under the auspices of the intercultural program a student exchange program was initiated, offering courses focusing on Native Americans and conferences concerning Native Americans on both campuses.

When Concordia initiated its MPCRF – IEP-funded program, it had several objectives in mind:

1) Provide a permanent Native American presence on the Concordia campus
2) Sensitize the faculty, staff and the general student body to the culture and concerns of Native Americans
3) Recruit, admit, and graduate an increasing number of Indian students.
4) Develop a larger number of courses dealing wholly or in part with Indian history, culture, and religion
5) Expose the college and Fargo-Moorhead communities to effective Indian teachers in various fields and Indian cultural events
6) Provide certain special services for Indian students: counseling, tutoring, Indian House, relevant academic employment, and Indian student attendance at meetings of interest to them.

In order to accomplish these ambitious goals, in 1971 the college hired a Native American as assistant director of its Office of Intercultural Affairs. This person was also responsible for recruiting Indian students for Concordia. The following year, the college added a one-fourth time counselor to work specifically with the Indian students. In 1974 an Indian faculty member was hired in the Education Department.

The college has been hampered by problems relating to continuity of staff. Although turn-over of staff has made things more difficult for the college, much progress has been made toward accomplishing the college's original goals. Indian students have been recruited, Indian courses offered, and Indian cultural activities and programs sponsored.

In order to help Indian students succeed in their collegiate endeavors, intensive support services were developed and provided. Counseling by professionally trained Native Americans was central, as was participation in the PACE (Personalized Attention in College Education) program developed by the college. This program was designed to help minority students make the difficult transition to college.

The college has also made significant progress in the area of relationships with local Indian communities and organizations. These include the Fargo-Moorhead Indian Center; the Nokomis Day Care Center (Fargo) and Talent Search staff. The sponsorship of Indian Week on campus has also served to attract positive responses and participation from the local Indian community.

Concordia is now at a crucial point in the development of its Indian education program. Confronted with the failures of its past experience in Indian education, the college is presently searching for a new tack to pursue that will enable the college to successfully meet the needs of Indian students. The college administration's firm sense of commitment and concern provide an optimistic outlook for the future.

Concordia College (Moorhead) — Indian Education[1]
EXPENDITURES

	MPCRF	Concordia	Other	Total
1971-72	$ 5,000	$ 5,000	$ 5,000	$15,000
1972-73	7,500	9,600	1,800	18,900
1973-74	15,000	7,060	4,500	26,560
1974-75	15,000	13,170	5,900	34,070
Total	$42,500	$34,830	$17,200	$94,530

[1]*Note: These figures are approximate. They are based on estimated pro-rata figures of grants or offices providing consolidated services to minority students.*

These figures include funds spent through:

1) Minnesota Private College Research Foundation Grant
2) Concordia College's Office of Intercultural Affairs (pro-rata estimate for Indian program)
3) Concordia College Title III grant (pro-rata estimate for Indian program)
4) CHARIS ecumenical center

Not included are financial aids to students through college, foundation, state or federal sources.

Library expenditures and acquisitions

The Concordia College librarian estimates that they have been purchasing works dealing with Indian history and culture at the rate of about 125-130 volumes per year out of federal funds alone. An approximately equal number of volumes have been purchased with Concordia College money. Thus, about 250 books per year or about 1,000 total volumes have been added to the Concordia College library over the four-year period of the MPCRF grant. One major purchase ($720) is part I of the American Indian Oral History Project prepared by the University of South Dakota. This first part contains 175 interviews of Indians living in North Dakota, South Dakota, and Minnesota. It is Concordia College library policy to automatically purchase any new works on Indians which are well-reviewed. The library also subscribes to periodicals of the scholarly nature dealing with Indian history and culture.

In 1969 Macalester made a college-wide commitment to the admission and retention of minority students. Native Americans were one of the target groups.

By 1971 Macalester's Indian student enrollment had risen to 29. A co-ordinator for the Native American Program and a half-time academic counselor for Indian students were employed and a Native American (student) Coalition had been formed. During this same period two courses were offered by the college: Indians in the Modern World I and II.

Enrollment of Indian students stabilized over the next several years, while the program itself continued to expand in the areas of curriculum development and Indian professional staff. Support services continued to improve for the Native American students as they were part of the USOE-funded Trio special services program at Macalester.

Macalester's goal was to integrate its Indian education program into the total college program. Indian students were expected to participate in and benefit from the strong liberal arts programs the college offered. At the same time, tutoring, counseling, cultural activities, and an Indian House were provided in order to facilitate the educational progress of the Indian students on campus.

The Indian education program at Macalester has a strong foundation in the areas of Indian students, Indian faculty and staff, and commitment on the part of the college. Due to the financial problems the college was experiencing, however, further expansion of the program without additional outside funding would have been unlikely.

Realizing the need for funds for further strengthening of the Indian education program, Macalester sought and received a grant from the Rockefeller Foundatin in June of 1974. The purpose of this grant was to develop community involvement projects with Minnesota Indian communities and organizations.

The college has also been fortunate to benefit from the generosity of the Sumner T. McKnight Foundation. The first grant from McKnight provided for the establishment of summer internships for Macalester's Indian students within the Indian communities of Minnesota.

The Indian education program at Macalester has a strong past and a promising future. Several talented and ambitious staff members are continuously working to improve the quality of the program. Strong backing from

Macalester's administration, along with a recent grant from the McKnight Foundation to support the college's minority programs over a several-years period, provide a bright and promising outlook for continuation and improvement of the Indian education program at this institution.

Macalester College Indian Education
EXPENDITURES

Year	Salary	Program	Special	Total
1971-72	$ 21,500	$ 9,350*	$15,000†	$ 45,850
1972-73	22,250	13,597	– – –	35,847
1973-74	20,750	15,900	– – –	36,650
1974-75	38,250**	14,450	17,680‡	70,380
Total	$102,750	$53,297	$32,680	$188,727

* *Not including Indian House*
** *Salary for professor Cavender included, will not be in future (picked up by Academic Departments)*
† *McKnight Foundation Grant*
‡ *First year Rockefeller Grant*

Library acquisitions

Since the beginning of the program and augmented in 1973-75 by the MPCRF – IEP grant, the Native American Program has compiled a small library of some 1,000 copies to be used by any student on campus.

The library is run on an informal basis with one work-study student serving as librarian. It is located in the office of the coordinator in room 104, Old Main.

This library contains books, hard and paper back, some periodicals, and newsletters, and a few filmstrips and records of Indian music.

The books are by Indian and non-Indian authors and cover subjects from tribal history to literature and from Indian law to the occupation of Wounded Knee.

The Indian education program at the Minneapolis College of Art and Design (MCAD) was the last program to be established through grants made by the MPCRF - IEP. In the short time since its initiation in January of 1974, the Indian education program at MCAD has developed and expanded rapidly.

In order to create a learning environment that would be facilitative to the college's Indian students, separate studio space was acquired. This provided the students a place to work that had an Indian atmosphere. Indian students were able to help each other through constant interaction and informal critiquing. Faculty members worked with the students on a regular basis. Visiting Native American artists were employed by the college in order to supplement the support of the faculty.

The college has developed and offered three courses to supplement the studio segment of the program. These courses cover Native American Art History, Native American Culture, and Native American Literature. Discussions have taken place with two local Indian centers. Currently, some students from the college are participating in a teaching-internship program at the Regional Native American Urban Center at Franklin and Bloomington Avenues in the heart of the Minneapolis Native American community.

The popularity and rapid development of the Indian education program at MCAD has made it a national leader in the field of Native American art. Strong support for the program emanates from the dean of students office and the program is also receiving encouraging backing from both faculty and administration. The program has been made part of the regular ongoing college offerings since the expiration of the Indian Education Project grant. The future development of the program is contingent upon available funds, which, needless to say, are limited. The college is exploring the possibility, however, of hiring a full-time Indian faculty person to work directly with the Native American art students for the coming academic year.

(Total matching expenditures on following page)

Minneapolis College of Art and Design Indian Education
TOTAL MATCHING EXPENDITURES – $22,930

1974-75 – January - May 1975	
Faculty salaries (studio)	$ 7,500*
Equipment (studio)	600
Administrative expense	360
	$ 8,460

1975-76 – September - May 1976	
Faculty salaries (Liberal arts and studio)	$13,000*
Equipment (studio)	0
Special space (Native American Center)	750
Administrative expense	720
	$14,470

**Estimates based on faculty salaries to teach studio art in the Native American Center.*

The Indian education program at St. Olaf's emerged from a strong desire on the part of the college to provide educational opportunities to Native American students. The college's first efforts started in 1971, when it hired an Indian student counselor. This Native American professional staff person was responsible for personal counseling, recruiting and general academic support for the program.

St. Olaf received its first grant from the Indian Education Project for the 1971-72 academic year. Basically, it was for the purpose of continuing support and expansion of the college's on-going program. Intensive recruiting by the college's Indian student counselor increased the Indian student population at St. Olaf's from three in 1971-72 to 14 for the 1973-74 school year.

The approach St. Olaf employed for its Indian education program was one of integration. The assumption was made that a good liberal arts education would provide these students with the education experience they required. No special programs were established for the Native American students. Support services were to be provided by the Indian student counselor. Part-time faculty were employed to teach courses in American Indian Contemporary Social Issues and Native American Art. Other courses relating to Native Americans were taught by the regular faculty.

Indian student enrollment at St. Olaf's fell drastically at the end of the 1973-74 academic year. This can be attributed to several factors and events that directly affected the Indian education program. The most significant of these being the illness and later resignation of the Indian student counselor.

Concern as to the erosion of the Indian education program at St. Olaf was voiced by an Ad Hoc Task Force on Native American Concerns and Consciousness. On May 1, 1975 this group presented a preliminary statement of their position to the college administration. The document affirmed the support of a number of students, professional staff and faculty and pastors of the American Lutheran Church for the Indian education program at St. Olaf.

The primary objective of the Indian education program at St. Olaf's was to increase the breadth of educational opportunities and services available to students with an additional option for a college education. Access was

only the first obstacle for the college to overcome. The program was plagued by high attrition. Some marginal students could not make it academically and were thus forced to drop out. Others chose to transfer or to leave for personal reasons.

With the successes and failures of the past in mind, St. Olaf's has chosen to reassess its options in the area of Indian education. Currently the college is recruiting for the position of Indian student counselor. Several qualified candidates have been interviewed, however, a decision is still pending. The college has realized the difficult task it faces if it chooses to resurrect and restructure its Indian education program.

The administration at St. Olaf's views the college's experience in the area of Indian education as being partially successful and, more importantly, enlightening. What the college has finally come to recognize is that the college is more in need of the Indian student presence and culture than the Indian students are in need of St. Olaf.

St. Olaf College — Indian Education
EXPENDITURES

	1971-72	1972-73	1973-74	1974-75
Salaries	$ 5,854	$ 4,292*	$15,391	$ 8,635
		5,000		
Other expense	808*	4,046*	2,412	4,480
	70	6,131		
Discretionary Fund	– – –	500**	1,639	– – –
Financial Aid	2,400	18,900	22,000	5,025
Academic	2,000	3,600	4,200	5,600
Admissions	230	390	227	– – –
Total	$11,362	$42,859	$45,869	$23,740

* *Rockefeller Grant*
** *In addition, the Faculty Action Association allocated $1,170 to Discretionary fund for 1972-73.*

MPCRF
Indian Education Project grants – 1971-72 – 1974-75

Appendix C

College	1971-72	1972-73	1973-74	1974-75	Totals
Augsburg	$ 3,900	$ 4,700	$ 7,000	$ – – –	$ 15,600
College of St. Benedict	– – –	3,500	– – –	– – –	3,500
College of St. Catherine	– – –	4,000	7,300	4,500	15,800
College of St. Scholastica	7,500	4,800	15,000	15,000	42,300
College of St. Teresa	– – –	3,500	5,700	– – –	9,200
College of St. Thomas	– – –	4,000	9,000	– – –	13,000
Concordia (Moorhead)	5,000	7,500	15,000	15,000	42,500
Macalester	5,000	3,000	15,000	15,000	38,000
Minneapolis College of Art and Design	– – –	– – –	6,000	13,000	19,000
St. Olaf	3,600	5,000	15,000	– – –	23,600
Total	$25,000	$40,000	$95,000	$62,500	$222,500

Grants matched by recipient colleges on 1-1 matching basis for program development and operation.

MPCRF
Indian Education Project **Appendix D**
Advisory Committee – March 1, 1976

Clyde Atwood*
chairman, American Indian Studies Coordinator
College of St. Scholastica, Duluth

Larry Blue*
chairman, Upper Sioux Indian Community, Granite Falls

Gertrude Buckanaga*
director, American Indian Program
College of St. Catherine, St. Paul

Curtis Campbell*
president, Prairie Island Sioux Indian Community, Red Wing

Rosemary Christensen*
coordinator, Title IV Indian Education Project
Minneapolis Public Schools

Dr. Donald P. Draine,
assistant executive director, Academic Planning
Minnesota Higher Education Coordinating Board

Arthur Gahbow*
chairman, Minnesota Chippewa Tribe Executive Committee, Cass Lake

Dr. Robert Hankey
dean of students, Minneapolis College of Art and Design

Vincent Hill*
MSW, Family and Children's Service, Minneapolis

Linda Johnston*
director, Talent Search, Minnesota Chippewa Tribe, Cass Lake

Ronald McKinley*
director, Native American Program, Macalester College, St. Paul

Delphine Quaderer*
talent search worker, Minnesota Chippewa Tribe
Minneapolis Public Schools

Dr. Donald C. Skinner,
dean of student services, Hamline University, St. Paul

Dr. Harvey Stegemoeller**
president, Minnesota Private College Research Foundation

Preston Thompson*
past board chairman, St. Paul American Indian Center

* *Indian*
***ex officio*

Indian studies and other courses offered by the private colleges related to Indians	Appendix E

Augsburg

- American Indian Culture and Religion
- Indian Voices as Reported by Indian Authors
- Contemporary American Indian Voices

St. Benedict

- Red Man in American Literature
- Native American Arts

St. Catherine

- American Indian Art
- American Indian Cultures, Religions
- Ojibwe

St. Scholastica

- Introduction to Native American Studies
- American Indian Literature I
- American Indian Literature II
- American Indian Music and Dance
- Ojibwe Indian History
- Ojibwe Indian Language I
- Ojibwe Indian Language II
- American Indian History I
- American Indian History II
- Indian Myths and Legends
- Indian Arts and Crafts
- American Indian Philosophy
- Indian Issues
- Contemporary Indian Art
- American Indians in the Modern World
- Proposal Writing
- Urban Indians
- Native American Law and Government
- Directed Study
- Tribal Economic Development
- Native American Liberation
- American Indian Studies

St. Teresa

- American Indian History
- Art and Culture of North American Indian

St. Thomas

- History of Native American Affairs
- Native American Art

Concordia College (Moorhead)

- The Indian and His Literature
- Indians in America
- Indians of the Great Plains
- American Mosaic Includes American Indian Contributions to National Heritage
- Indian – Summer Seminar
- Indian – Field Experience
- Indian Americans and Other Minorities
- American Indian Culture and Religion

Hamline

- North American Indians

Macalester College

- Native American History, 19th Century to Present
- Native American Education, History and Development

Minneapolis College of Art and Design

- Native American Studio Arts: Painting and Sculpture
- Native American Art History
- Native American Elective Seminar

St. Mary's College

- Native Peoples of North America
- Indians of the Plains
- Readings on Native Americans
- North American Indian Ceremonialism

St. Olaf College

- Literature of the American Indian
- American Indian Contemporary Social Issues
- Indian Art
- American Indians in the Modern World
- Indian – White Relations
- American Indians of the Southwest
- Education in Schools of the Inner City and American Indian Communities
- Anthropology of Native Americans
- U.S. Expansion and the Native Americans
- Indians of the Pacific Northwest
- "Waiting for Yesterday" – Novels by and About the American Indian

Indian student enrollments — Minnesota private colleges

Appendix F-1

COLLEGE	1971-72	1972-73	1973-74	1974-75	1975-76	* Years in MPCRF - IEP
Augsburg*	6	8	3	7	6	1971-72 – 1973-74
Bethel	0	0	0	1	1	
Carleton	0	0	0	4	3	
College of St. Benedict*	2	4	0	2	5	1971-72 – 1972-73
College of St. Catherine*	0	13	7	16	20	1973-74 – 1975-76
College of St. Scholastica*	9	18	34	37	47	1971-72 – 1975-76
College of St. Teresa*	1	4	6	3	4	1972-73 – 1973-74
College of St. Thomas*	3	4	9	9	14	1973-74 – 1975-76
Concordia (Moorhead)*	15	20	16	10	8	1971-72 – 1975-76
Concordia (St. Paul)	0	0	3	4	4	
Gustavus Adolphus	0	0	1	2	3	
Hamline	0	0	1	4	3	
Macalester*	21	30	23	27	29	1972-73 – 1975-76
Minneapolis College of Art and Design *	7	5	7	17	21	1973-74 – 1975-76
St. John's*	0	0	0	1	2	
St. Mary's	0	0	0	0	0	
St. Olaf*	3	14	18	4	4	1971-72 – 1973-74
TOTALS	67	120	128	148**	174**	

** Participant in MPCRF Indian Education Project*

***Breakdown by grade level attached*

American Indian student enrollment – 1974-75

Appendix F-2

COLLEGE	YEAR IN SCHOOL						TOTAL
	1	2	3	4	Graduate	Special	
Augsburg	4	2	1	0	0	0	7
Bethel	1	0	0	0	0	0	1
Carleton	1	2	0	1	0	0	4
College of St. Benedict	1	1	0	0	0	0	2
College of St. Catherine	10	2	2	2	0	0	16
College of St. Scholastica	15	18	2	1	0	1	37
College of St. Teresa	3	0	0	0	0	0	3
College of St. Thomas	2	2	0	1	3	1	9
Concordia (Moorhead)	6	2	1	1	0	0	10
Concordia (St. Paul)	1	2	0	1	0	0	4
Gustavus Adolphus	2	0	0	0	0	0	2
Hamline	2	1	0	1	0	0	4
Macalester	12	6	5	4	0	0	27
Minneapolis College of Art and Design	5	6	4	2	0	0	17
St. John's	0	0	0	1	0	0	1
St. Mary's	0	0	0	0	0	0	0
St. Olaf	0	2	2	0	0	0	4
TOTALS	65	46	17	15	3	2	148

Compiled from reports submitted by colleges – Date: November-December, 1974

American Indian student enrollment – 1975-76

Appendix F-3

COLLEGE	YEAR IN SCHOOL						TOTAL
	1	2	3	4	Graduate	Special	
Augsburg	1	2	2	1	0	0	6
Bethel	0	1	0	0	0	0	1
Carleton	2	0	1	0	0	0	3
College of St. Benedict	0	2	3	0	0	0	5
College of St. Catherine	10	5	1	2	0	2	20
College of St. Scholastica	26	11	7	1	0	2	47
College of St. Teresa	3	1	0	0	0	0	4
College of St. Thomas	6	1	0	2	4	1	14
Concordia (Moorhead)	3	2	2	1	0	0	8
Concordia (St. Paul)	2	1	0	1	0	0	4
Gustavus Adolphus	1	2	0	0	0	0	3
Hamline	1	2	0	0	0	0	3
Macalester	8	11	6	4	0	0	29
Minneapolis College of Art and Design	8	4	7	2	0	0	21
St. John's	1	0	0	1	0	0	2
St. Mary's	0	0	0	0	0	0	0
St. Olaf	2	0	0	2	0	0	4
TOTAL	74	45	29	17	4	5	174

Tribal affiliations of Indian students in Minnesota's private colleges

Appendix G

Blackfoot	Crow	Seminole
Chippewa	Haida	Sioux
Cherokee	Laguna-Papago	Winnebago
Choctaw	Navajo	

Linear expansion of
Indian student enrollment through 1981

Appendix H

Financial assistance provided for Indian students — 1975-76

Appendix I

COLLEGE	BEOG	SEOG	HECC Minnesota Grant	Minnesota State Indian Scholarship	BIA/ Tribal Aid	Local College Scholarship	Sub-Total Grants	NDSL	Federally Insured Loans	Sub-Total Loans	Work Study	TOTALS
Augsburg*	$ 1,400	$ 2,000	$	$	$ 4,190	$ 1,300	$ 8,890	$ 3,600	$	$ 3,600	$	$ 12,490
Bethel	1,026		1,100	575	1,575		4,276					4,276
Carleton	376	1,500			5,000	1,524	8,400	700		700	750	10,550
College of St. Benedict*	1,400	1,000	1,100		1,520		5,020	1,850		1,850	650	7,520
College of St. Catherine*	11,604	1,000	2,200	3,200	17,300	4,175	39,479	300		300	1,400	41,179
College of St.Scholastica*	29,210	8,920	1,100	16,841	82,177	29,890	168,138	2,200		2,200	1,000	171,338
College of St. Teresa*	2,800	1,500			4,600		8,900				450	9,350
College of St. Thomas	1,676	3,950	1,100	2,765	7,275	7,105	23,871	200		200		24,071
Concordia (Moorhead)*	3,652	1,200	2,200	820	3,125	8,850	19,847	2,050	1,000	3,050		22,897
Concordia (St. Paul	946	900	---	970	3,740	3,020	9,594	900	---	900	420	10,914
Gustavus Adolphus	2,578	---	1,100	2,200	4,360	224	10,462	700	---	700	400	11,562
Hamline	2,702	---	2,200	---	---	2,200	7,102	---	---	---	---	7,102
Macalester*	9,356	11,124	1,100	---	32,070	27,807	81,457	700	3,850	4,550	9,100	95,107
Mpls.College of Art & Design	10,828	4,100	1,100	7,274	47,676	3,800	74,778	700	---	700	1,000	76,478
St. John's	---	---	---	1,086	5,400	---	6,486	---	---	---	---	6,486
St. Ola	1,902	---	1,100	1,315	2,925	4,750	11,992	2,000		2,000	800	14,792
TOTALS	$81,474	$37,194	$15,400	$37,046	$222,933	$94,645	$488,691	$15,900	$4,850	$20,750	$15,970	$524,061

*Participants in Indian Education Project

Advisory Committee recommendations for future of Indian Education Project

Appendix J

The experience of the Advisory Committee for the Minnesota Private College Research Foundation's Indian Education Project over the years 1971-72 through 1975-76 leads it to the conclusion that any private college seeking to serve a significant and increasing number of American Indian students must include the following basic components in any such effort if the effort is to achieve the greatest benefits for the college, its Indian students, its general student body, the Indian community and the larger community the college seeks to serve.

a) An American Indian Program Committee

To plan and provide strong leadership and support within the institution for the Indian education program effort, such committee to be composed of concerned faculty, some of whom must be in decision-making positions on faculty committees, from two or more of the following departments: anthropology, education, history, religion, sociology; one or more interested, concerned trustees; and Indian students; with the president, a vice-president, or dean serving actively as the committee chairperson, and the college's Indian student counselor, or person serving in a comparable position, serving as the committee's executive secretary.

b) Recruitment

The college must engage in positive recruitment of Indian students, with staff assistance from the Indian Education Project. It must also participate actively in Indian high school students career days sponsored by the Indian Education Project or the Minnesota Chippewa Tribe and must work to insure that Indian students are appropriately accommodated in any National College Fairs in which the college participates.

c) Financial assistance

The college must arrange for its financial aid administrators (1) to become appropriately informed on the special problems faced by a majority of Indian students in the area of student financial assistance and the appropriate uses of Bureau of Indian Affairs higher education grants, Minnesota State Indian scholarships and other scholarships specifically designated for Indian students; 2) to provide special counseling for such students, particularly in their first year at college, to enable them to overcome inadequate counseling while in high school on all forms of publicly supported financial aid programs for which they are eligible; and 3) to develop understanding of the difficult problems many Indian students face, though on a decreasing scale, throughout their college careers in meeting special emergency situations in their families.

d) American Indian student organization

Indian students interested in maintaining their cultural identity at a private college need the moral support of other Indian students if they are to make a happy adjustment to the college and if the college is to realize the maximum benefit from their presence. A minimum enrollment of 10 to 15 is crucial to both developments.

The college must be prepared to provide a modest amount of financial support and counseling to assist the group in its initial stages in promoting Indian cultural awareness events and in learning how to develop continuing support for its group efforts through the student activity fund. Those colleges with the best Indian student retention rates attribute success in this area to meaningful support of Indian student organization efforts.

e) Retention

Little information has been developed to date on the reasons for high attrition of Indian students in the private colleges or, for that matter, in post-secondary education as a whole.

A private college seeking to serve a significant and increasing number of Indian students must commit itself to a continuing evaluation and improvement of its Indian student retention rate with the development of appropriate records and reports, including exit and/or follow-up interviews with Indian student withdrawals, both transfers and drop-outs, to ascertain the reasons for such withdrawals and to develop effective ways of countering the same, when possible.

f) Student supportive services

While there are always individual Indian students equal to the academic and social adjustment requirements of the private colleges, they are and, for the foreseeable future, will continue to be the exceptions. The great bulk of Indian students graduating from high school come from economically seriously disadvantaged homes and, for a variety of reasons, are inadequately prepared for post-secondary education by the high schools they attend, both in the reservation, rural areas, and in the cities.

Any college seeking to build a significant Indian student enrollment must be prepared to offer strong student supportive services: basic study skills development such as how to organize and budget time; how to use library and other study resources; brush-up courses in reading comprehension, writing, math, and English; organization of reports and term papers; tutoring in academic courses with which individual students are experiencing difficulty. Such services must be well planned and adequately staffed. They cannot be provided on an ad hoc basis.

g) Absorption of costs of program by the concerned college by end of second year

Where any college seeks outside funding of a proposed Indian education program effort, it should do so with firm planning for absorption by the college, within its own ongoing budget resources, of the costs of such program effort at the close of the second year of such outside funding. This would constitute firm evidence of its commitment to its Indian education program effort.

h) Development of Indian presence on campus

The college must work in the direction of having whatever Indian studies courses it offers taught by Indian faculty; also, to build up its employment of Indians in faculty positions carried in the college's base budget.